New Course Proposal

1. **Catalog Description**
   a) CDS 5200
   b) Developmental Syndrome Disorders
   c) (2-0-2)
   d) F.
   e) Dev Syndrome Dis
   f) Developmental syndrome disorders will be defined and discussed in regard to genetic markers and resulting characteristics. Emphasis will be on speech-language-hearing impact. Disorder discussion will include diagnostic assessment, behavioral symptoms, and treatment programming alternatives presented through case examples and video segments.
   g) Open only to graduate level degree-seeking CDS majors or permission of the chair.
   h) Fall 2003

2. **Objectives of the Course**
   a) Student Learning Objectives
      Students will be able to recognize the physical, communication, and social anomalies associated with various developmental syndrome disorders.
      Students will demonstrate understanding of basic genetic traits that contribute to developmental syndrome disorders.
      Students will highlight syndrome characteristics that are pertinent to speech-language-hearing assessment and intervention.
      Students will demonstrate knowledge and skills related to the prevention and intervention of social aspects that effect communication, including techniques for home/parent intervention in regard to developmental syndrome disorders.

   b) Instructor will evaluate each student on the course objectives using a nine point rating scale ranging from “No knowledge/skill; requires constant instructor modeling/intervention” to “Mastered knowledge/skill; performed independently; seeks instructor consultation as appropriate”. Students will research and present information related to one specific developmental syndrome disorder through a case example. Grades will be based on a percentage of points obtained from the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam (Physical anomalies and genetics)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Class Presentation on Chosen Syndrome</td>
<td>75 pts</td>
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<tr>
<td>Written Paper on Chosen Syndrome</td>
<td>75 pts</td>
</tr>
<tr>
<td>Final Case Summary Exam</td>
<td>50 pts</td>
</tr>
<tr>
<td>Fact Question Exams and Class Participation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Total</td>
<td>350 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>315-350 pts</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>280-314 pts</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>245-279 pts</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>210-244 pts</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-219 pts</td>
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3. **Outline of the Course**
   
a) Class will meet for thirty fifty-minute class periods over 15 weeks or the equivalent.

I. **Unit One - General Information on Genetic Developmental Syndrome Disorders**
   A. Delineation and Diagnosis of Craniofacial Features within Syndromes
   B. Genetic Research
      1. DNA – RNA- protein
      2. Inheritance patterns
      3. Gene-based therapy
   C. Role of Genetics in Speech-Language-Hearing Disorders
   D. Developmental Language Disorders
      1. Psychological Correlates with Communication
      2. DSM-IV Classifications

II. **Unit Two – Presentation of Specific Developmental Syndrome Disorders** *
    A. Definition / Diagnostic Criteria
    B. Physical Characteristics
    C. Behavioral Characteristics
    D. Speech-Language Issues
    E. Developmental Patterns – motor, cognition, social, academic, etc.
    F. Intervention Issues and Techniques – counseling, methodologies, strategies, medical/surgical interventions
    G. Ethical Dilemmas and Decisions

* Syndromes will include Angelman, Asperger, Autism, Cornelia de Lange, Down, Fetal Alcohol, Fragile X, Landau-Kleffner, Pierre Robin, Prader-Willi, Rett, Selective Mutism, Stickler, Tourette's, Treacher-Collins, Usher, Williams

b) NA

c) NA

e) NA

d) The course will be required in the CDS major at the graduate level.

4. **Rationale**
   
a) The purpose of this course is to provide students in Communication Disorders and Sciences with information concerning current genetic research and developmental disorders that comprise a large part of assessment and intervention caseloads for the practicing professional. This course will address revised scope of practice and accreditation standards that are only being met through elective courses at present.

b) This course is intended for students who have completed undergraduate coursework in normal and disordered language as well as embryology and basic science courses.

c) The content of this course does not overlap with existing courses. It incorporates information that was taught as an elective graduate course previously.

d) The course will be required in the CDS major at the graduate level.
5. **Implementation**
   a) Course will be initially assigned to Gail Richard.
   b) No special costs are associated with this course.
   c) *The Source for Syndrome Disorders* (1999) by Gail J. Richard and Debra Reichert Hoge; published by LinguiSystems, Inc. Additional materials will be compiled from recent articles, books, handouts, and video-tape resources. Popular books written by parents (e.g., "Noah" series by Josh Greenburg) and movies ("Rainman") will be used to illustrate the impact, consequences, and confusion caused by syndrome disorders.

6. **Community College Transfer:** NA

7. **Date approved by the department:** 1-28-03

8. **Date approved by the College Curriculum Committee** 2-21-03

9. **Date approved by CGS**